

‘To CLIL or not to CLIL...’
Tot construir un projecte per a
l’Europa multilingüe/
While working on the project of
multilingual Europe



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THE EUROPEAN POLICY TOWARDS MULTILINGUALISM

- The EUROPEAN LANGUAGE COUNCIL-
- The CLIL Compendium
- Advanced Level Programme in Multilingual Education (UPF)
(www.upf.es/dtf/alpme)
- Barcelona Age Factor Project (UB) (www.filoan/BCN.SLA)
- Grup de Recerca L'Adquisició de llengües des de la Catalunya Multilingüe
(www.upf.es/dtf/recerca/allencam)
- THE MOLAN network



THE STRATEGY (1)

○ All languages in Europe PRESERVED AND DEVELOPED

- 1995 *White paper on Education and Training:*
 - 2+1
- Commission. 2003. *Promoting Language Learning and Linguistic Diversity: An Action Plan.*
- Commission. 2007. *High Level Group on Multilingualism: Final report.*



THE STRATEGY (2)

- 1. **Diversification** of modern languages
 - Avoid the "all-English" tendency.
- 2. **Plurilingual** education: **democratic access to knowledge**
- 3. Plurilingual education: priority given to **very young children**



THE STRATEGY (3)

- -**Early** acquisition of a second language, beginning at **nursery school**
- -Intensive and **transdisciplinary** teaching of this **second language** at primary school.
- -Intensive and **transdisciplinary** teaching of at least a **third modern language** at secondary school.



THE STRATEGY (4)

Europe will either be multilingual or it
will not be...

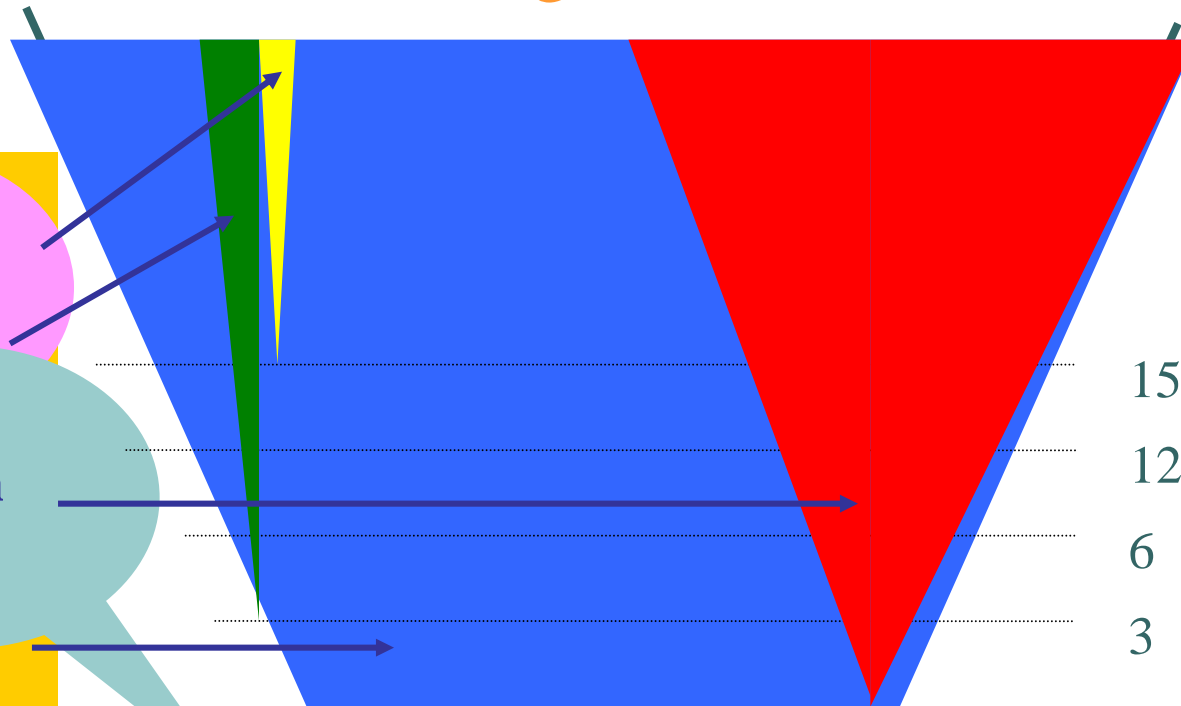
- Council of Europe. 2001. *Common European Framework of reference*. Cambridge: CUP.
- Council of Europe, Modern Languages Division, European Language Portfolio:
<http://culture2.coe.int/portfolio>
 - Ministerio de Educacion y Ciencia
<http://aplicaciones.mec.es/programas-europeos/jsp/plantilla.jps?id=prl>

Foreign
languages

PLURILINGUAL COMPETENCE

(Cassany, Esteve, Martin, Pérez. 2004)

Martha's linguistic fan



Environmental
languages

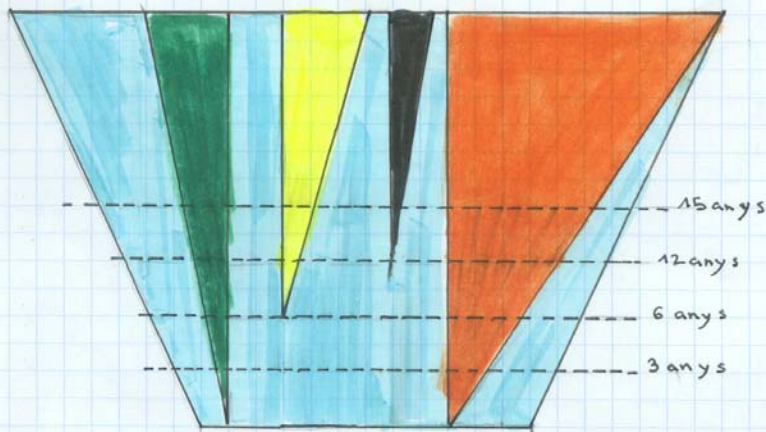


El abanico lingüístico de Clara

IES Maragall
Barcelona

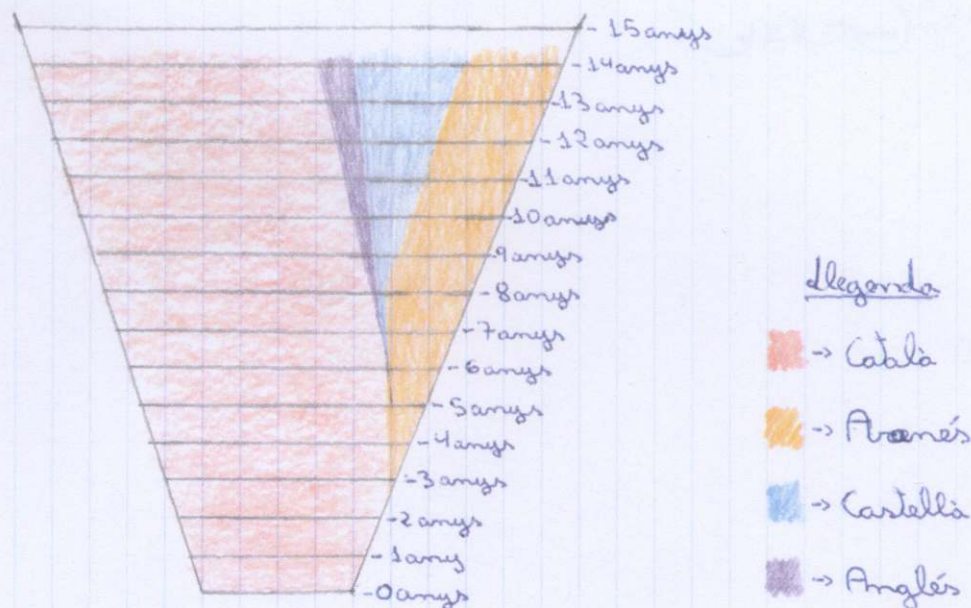
Redacción
biovozgrafía

en castellano e
inglés



Comencé a hablar castellano (color azul) y el catalán (color naranja) en casa y en la guardería. También comencé a hablar menorquín (color verde) durante el verano. Cuando comencé la escuela comencé a aprender inglés (color amarillo). Durante los siguientes años mejoré el castellano, catalán y el inglés. Al llegar al instituto comencé a aprender alemán (color negro). Ahora estoy mejorando poco a poco, todos los idiomas que he estudiado.

I started to speak spanish (color blue) and catalan (color orange) in my house and in the keepership. Also I started to speak menorquín (color green), during the summer. When I started the school I started to learn english (color yellow). During the next years I Spanish, catalan and english. When I arrived in the high school I started to learn germany (color black).



- El meu primer contacte lingüístic que vaig tenir va ser la llengua catalana. Fins als tres anys la meua llengua materna era el català, però als tres anys comencé a sentir l'aranès i el comencé a parlar. Simultàniament, als 5 anys, comencé a parlar i escriure el castellà i l'anglès. En totes 4 llengües hi ha un procés d'aprenentatge. Com es pot veure en el gràfic, hi ha llengües que evolucionen més ràpid que d'altres, però totes fan una evolució.



THE AIMS

- The promotion of linguistic and cultural diversity
 - The Europe of languages
- Mobility and internationalisation (Schengen treaty)
 - Employability
 - The Europe of knowledge



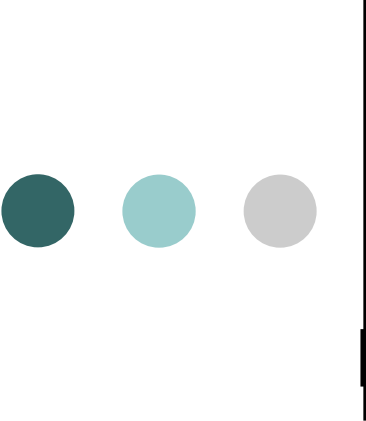
THE EUROPE OF LANGUAGES

ALL LANGUAGES ARE VALUABLE

- Your own language/s
- Your neighbouring countries' languages
- English as the world language
- Other nations' languages
- Your *Personally Adopted Language-PAL*

Commission. 2008. *A rewarding challenge*. Group of Intellectuals in favour of intercultural dialogue

Should it be done?



Krashen as (1985:57) "the most **successful** language teaching program ever recorded in the professional language teaching literature".



THE ACCLAIMED **CLIL** BENEFITS

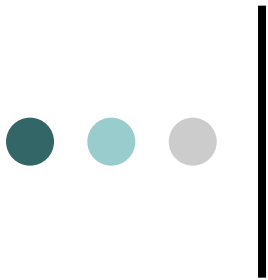
Social

- It promotes **linguistic diversity**.
- It enforces a **plurilingual and pluricultural** approach.
- It takes into account different **cultural perspectives**.
- It promotes **European citizenship**.



THE ACCLAIMED **CLIL** BENEFITS Education

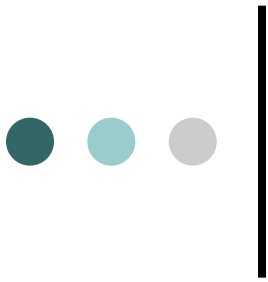
- **Cross curricular approach** to language learning.
- **Learning processes** become important.
- Based on **intrinsic motivation** to learn the content.



THE ACCLAIMED **CLIL** BENEFITS

Content

- **Dynamic, motivating integrative** approach.
- Learning **content** through a different language allows for a **deeper** approach to learning.
- **Studying strategies** improve when combining content and language learning.
- Work with CLIL is more demanding cognitively and triggers **creative thinking**.



THE ACCLAIMED **CLIL** BENEFITS Language

- **Quantity** and **quality** of input.
- **Quantity** and **quality** of output
- **Stimulus** for interaction
- **Language** is the means to learn, not the object of learning.
- **'Incidental'** language learning, not 'intentional'



○ **THE QUESTION IS
THOUGH.....**



THE EUROPEAN MULTILINGUAL STRATEGY (OR POLICY) I

- Is there a strategy or policy at a local/regional level to apply European recommendations?



THE EUROPEAN MULTILINGUAL STRATEGY (OR POLICY) I I

- Are the actual practices and initiatives leading to SUCCESS?
 - Institutional (top-down)
 - Non-institutional (bottom-up)



Success is evident if....

- Greater number of students
- Learn one or more languages in addition to their L1(s)
- A wide range of languages including less widely learned languages
- With greater proficiency



Success Indicators

- Numbers of students studying a language
- Observable gains in language competence
- Range of languages learned



Success Factors

MACRO-LEVEL (RESEARCH)

- Multilingual policies
 - Policy implementation and results
-
- Europe wide
 - Country wide
 - Sector wide



Success Factors

MACRO-LEVEL RESEARCH

- Policies
 - How many countries/regions have a clearly established, public MULTILINGUAL policy?
- Policy implementation and results
 - How many are measuring results?



Success Factors: Example I

EXAMPLE of good practice:

➤ *Policy*

➤ *Andalucía*

Consejería de educación. 2004. *Plan de Fomento del Plurilingüismo. Una política lingüística para la sociedad andaluza (and@lingua)*

www.juntadeandalucia.es/averroes/~41700117/ingles/bilingual.htm

- 400 Bilingual schools Secondary level (Spanish-English-French/German)
- Integrated curriculum development.
- External evaluation (Pablo de Olavide).
- Outcome after 18 months: B1 level in English and French
- 140 million Euro (2005-2008)



Success Factors: Example I

EXAMPLE of good practice:

➤ *Policy*

❑ *Andalucía*

Organization and Methodology:

- Universities in charge of technical support and advice. Training and Curriculum development.
- Use of portfolios, ICT, CLIL.
- Initial teacher training scheme (Expertos/Másters)



Success Factors: Example I

MODELS of good practice:

➤ *Policy*

❑ *The bilingual regional autonomies*

Catalonia

The Basque Country

Andalousia

In 1980 developed excellent bilingual programmes, **not**
MULTILINGUAL...



Success Factors: Example II

EXAMPLE of good practice:

➤ Policy:

☐ Higher Education Universities

1) Catalonia

Universitat Pompeu Fabra. 2007. *Pla d'Acció cap al Multilingüisme*.

Universitat Autònoma de Barcelona. 2009. *Pla de llengües*.

Universitat Rovira i Virgili. 2009. *Pla de Política Lingüística*.

2) The Basque Country

Universidad del País Vasco. 2007. Plan director del Euskara
2009. Plan multilingüe



Success Factors

MICRO-LEVEL RESEARCH

STRATEGY STRANDS

- Linguistic diversity strand:
 - Programme design
 - Age and intensity strand:
 - Nursery
 - Primary
 - CLIL strand:
 - Core features
 - Variable features
-
- Europe wide
 - Country wide



CLIL PROGRAMMES

Core Features

- L2 is the medium of instruction
- L2 exposure is confined to the classroom
- Learners have limited or no knowledge of the L2
- Teachers are bilingual
- The L2 curriculum parallels the L1 curriculum
- The classroom culture is that of the L1 community, not the L2
 - (Source: Johnson & Swain 1997)



CLIL PROGRAMMES

Variable Features

- Ratio at different ages
- Continuity
- Support for students
- Resources
- Commitment
- Status of the L2 language and culture
- Methodology: Communicative vs. Focus-on-form
 - (Source: Johnson & Swain 1997)



Success Factors: Example III

EXAMPLE of good practice:

➤ **Policy:**

❑ **Higher Education Universities in Europe**

Tudor, I. (in press). MOLAN Report on 41 universities
(out of 4,000 or so)

- Integrating language in academic programmes
- Linking languages to employability and specific academic needs
- Novel learning environments
- Transparency in course structure and goals
- Contacts beyond the curriculum
- Cultural contacts
- Institutional support
- Teacher motivation and skills



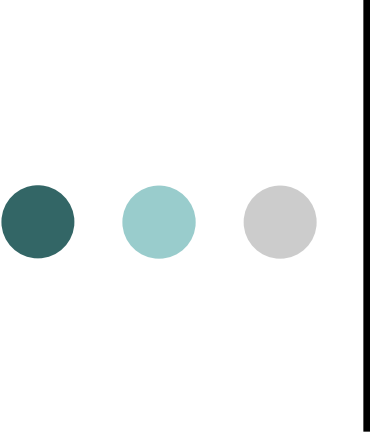
CONCLUSION

- Specific multilingual policies are needed
- Policies are multivaried
- Research is needed



CONCLUSION

- The promotion of language learning is best approached holistically, by means of a combination of both pedagogical and institutional initiatives, within but also beyond the official curriculum...
 - Ian Tudor (in press) MOLAN/ELC

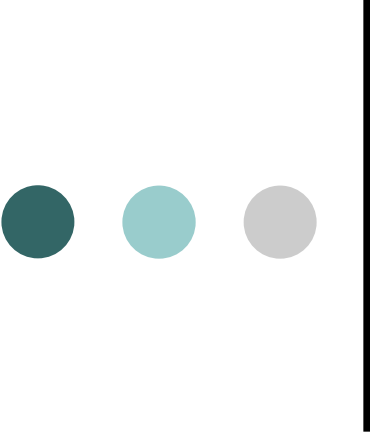


*L'alemany és un dels idiomes que no es
parla molt aquí,
encara que hi ha homes
que tot ho saben dir*

*A Espanya el castellà
a l'escola aprenem,
en canvi l'italià
ni un dia l'estudiem.*

(A.B. 10 anys Escola Turó del Cargol)

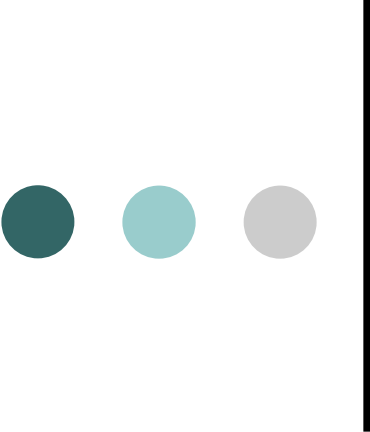
Poema: JOCS FLORALS 2001



*L'anglès és un idioma internacional`però
molt difícil d'aprendre,
encara que a la ONU és oficial
no tots el poden comprendre.*

*El català és l'ídoma d'aquí
per a nosaltres el més fàcil;*

.



*és senzill de fer servir
i a mi em sembla molt àgil*

*El francès és un idioma que ve del llatí
com, l'italià, el portugués i molts d'altres
A l'insitut el pots escollir
i parlar-lo si vas de vacances*